

**AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING PLOSIVE VOICELESS
CONSONANTS AT THE SIXTH SEMESTER OF ENGLISH EDUCATION RADEN
INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG IN THE ACADEMIC YEAR
OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment of Requirements for S-1Degree

By :

Sri Wahyuni Azizah

NPM. 1411040177



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG**

2019

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LAMPUNG**

2019

ABSTRACT

AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING PLOSIVE VOICELESS CONSONANTS AT THE SIXTH SEMESTER OF ENGLISH EDUCATION RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By

SRI WAHYUNI AZIZAH

This research was conducted based on the phenomenon happened in the university. The students have low ability in pronunciation. They got difficulty in pronouncing English words including plosive voiceless consonants sound. Therefore, this thesis discussed the error analysis in pronouncing plosive voiceless consonants sound. The purpose of this research was to classify the types of errors made by the students which students made in pronouncing plosive voiceless consonants sound and to count the total of errors that students made.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were the students at the sixth semester of English Education Raden Intan State Islamic University of Lampung, while as the sample was class H which consisted of 31 students, it was considered by using purposive sampling technique. In collecting the data, this research asked the students to pronounce some words including plosive voiceless consonants while the researcher recorded them. Then, the researcher made transcription of their recording to be analyzed of their errors in pronouncing plosive voiceless consonants based on Surface Strategy Taxonomy according to Dulay's theory.

The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 141 errors' items which made by the students. The most common errors were omission which was 110 errors' items or 78,01% made by the students, misordering was 14 items or 9,93%, misformation was 11 items of errors or 7,8% , and addition was 6 items or 4,26% which meant it was the lowest while other errors' classification based on surface strategy taxonomy.

Keyword: Analysis, Error, Types, Pronunciation, Plosive Voiceless Consonants.



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Year of 2018/2019

Certify that this thesis is completely my own work. I am fully aware that I have
quoted some statements and ideas from various sources and those are properly
acknowledged in the text.

Bandar Lampung, September 12th, 2019

Declared by,



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

5 Surely there is ease after hardship.

6 Aye, surely there is ease after hardship. (Q.S Al-Insyirah, 5-6)¹

13 O mankind. We have created you from a male and a female; and We have made you into tribes and sub-tribes that you may recognize one another. Venerily, the most honorable among you, in the sight of Allah, is he who is the most righteous among you. Surely, Allah is All-Knowing, All-Aware . (Q.S Al-Hujurat, 13)²

¹ Maulawi Sher 'Ali, The Holy Qur'an, Arabic Text and English Translation, Islam International Publications Limited, UK, 2004, p. 752

² Ibid, p. 613

DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. Abdul Basir and Mrs. Nur Janah who always support, advice, love and keep on praying for my life. The biggest thanks to both of my parents, I highly love you so much, father and mother.
2. My beloved big family who have motivated and prayed for me a lot in my life to continue my study well.
3. My beloved lecturers and almahatir of Raden Intan State Islamic University (UIN) Lampung.
4. My beloved friends who always support, pray, and cheer me up. Thank you so much for every helping you all have given to me, may Allah SWT bless you all.

CURRICULUM VITAE

Sri Wahyuni Azizah was born on June, 22nd 1996 in Sidomulyo, Negeri katon, Pesawaran, Lampung. She is the only child of Mr. Abdul Basir and Ms. Nur Khoeriyah. She has no siblings because of her mother was passed away when she was 5th years old. Then she got a new sister from her supported mother, Nur Janah, after her father had got merried for the second time when she was about 9th years old.

She began her study to Madrasah Ibtidaiyah Islamiyah Sidomulyo, Pesawaran in 2002 and finished in 2008. Then she continued her study to MTs Nurul Iman Sidomulyo, Pesawaran and ended in 2011. After that, she enrolled to Madrasah Aliyah Ma'arif Keputran, Pringsewu and graduated in 2014.

After graduating from Senior High School, she decided to expand her study to Raden Intan State Institute of Islamic Studies (IAIN) Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty majoring in English Education, but in 2017 Raden Intan State Institute of Islamic Studies (IAIN) Lampung was transformed to Raden Intan State Islamic University (UIN) Lampung.

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This thesis entitled “An Analysis of Students’ Error in Pronouncing Plosive Voiceless Consonants at the Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, September 12th, 2019

The Researcher,

Sri Wahyuni Azizah

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language helps people in the world to communicate and express ideas, thoughts, and feelings from one person to another. It is used to speak each other, write and text. Because language is one of important instrument for human and it is also a part of culture; it is a part of human behavior, so people will not live without using language. People will always use language in every activity in their lives to know and understand one another.

Based on Richard Ogden, language is one of the distinctive characteristics of human beings.¹ Without formal instruction, we learn from infancy the skills that we need to be successful users of a language. For most of us, this will be spoken language, though for some it will be a signed language. In acquiring language, we learn words, and how to put them together; we learn to link words and sentences to meaning; we learn how to use these structures to get what we want, to say how we feel, and to form social bonds with others; and we also learn how to sound like members of the community around us – or perhaps choose to sound different from them.

By Hornby, English is the language, originally of England, now spoken in many other countries and used as a language of international communication

¹Richard Ogden, *An Introduction to English Phonetics*, (Edinburgh: Edinburgh University Press, 2009) p. 1

throughout the world.²English today is the native language of nearly 400 million people and the second language of many others scattered all over the world. A language so wide spread is bound to be different in different places.³ So, English is very urgent to be learned by the students because it is used as the International language around the world.

Language allows people to say things to each other and expresses their communicative needs. Language is used to deliver message, express ideas, thought and one's feeling to others. To communicate with other people we have to be good in pronunciation, so that they can understand what we say and the meaning. Talking about pronunciation, Richard Ogden states that it is the way in which a language or a particular sound is pronounced.⁴ Pronunciation is the way in which the words of a language are made to sound when speaking. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect.⁵ Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. When we talk about pronunciation, we focus on the word rather than individual sounds, as which articulation. Study English often finds errors and troubles. Nowadays many students have a problem about pronunciation, they think that pronounced

²A.S Hornby, "*Oxford Advance Learner's Dictionary*"(8th edition), (New York : Oxford University Press, 2010), p. 486

³Charles W. Kreidler, "*The Pronunciation of English*" (2nd edition), (United Kingdom : Blackwell Publishing Ltd, 2004), p. 1

⁴*Ibid.* A.S Hornby, p.1175

⁵Dr. Linda Yates, "*Fact Sheet-What is Pronunciation*" (AMEP Research Centre, October 2002), p. 1. Accessed on Apr 3th 2018. <http://www.nceltr.mq.edu.au/pdamep>

English words are difficult things to do, it's because their tongue is not usual in pronouncing some words that they seldom pronounce. In the other words it is different from their mother tongue. Some of them often find error in pronouncing English words. They pronounce English words the same as they pronounce Indonesian words.

We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Morley and Fraser state that many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Willing said that surveys of student needs consistently show that our learners feel the need for pronunciation work in class. Thus some sort of pronunciation work in class is essential.⁶

Pronunciation is very urgent to learn. When we speak, we must use a good pronunciation to make clear the meaning of our mean or understand what we said. Bad English pronunciation may confuse people even if you used advanced English grammar structures that make people understand you but we cannot use "simple pronunciation". Good pronunciation makes the communication easier, more relaxed and more useful. On the other hand, good English pronunciation will make people understand you easily and be willing to listen to you. A word may be spoken in different ways by various individuals or groups, depending on many factors. These factors include the

⁶Yates, Dr. Linda, loc. Cit.

area which students grew up, whether you have a speech or voice disorder, students' ethnic group, socio-economic class, or education.

From the analysis of students' wrong pronunciation, the researcher took the sample by recording words consist of 20 students of English Education in pronouncing words includes plosive voiceless consonant sounds and aspiration /^h/, and the researcher found many errors in their plosive voiceless consonant pronunciation. Aspiration is a build up of air pressure in the oral cavity prior to the actual release of airstream at the place of articulation.⁷ Most of the students pronounced plosive consonant sounds weakly, where the plosive consonant sounds /p^h/, /t^h/, and /k^h/ with no explosion in initial words. The researcher can find their errors after doing transcribed their recordings, for examples *part*, *table*, *call*. The students did errors by deleting the aspiration /^h/ of each phoneme plosive voiceless consonant sounds (/p/, /t/, and /k/). The words should be pronounced as [p^hart], [t^heɪbəl], [k^hɔl] but the students only pronounced such like [part], [teɪbəl], [kɔl]. They pronounced the initial plosive voiceless consonants sounds with no aspiration /^h/ (See appendix 3 on pages 77-79)

The students of English Education also have problem in their speaking ability, especially when they speak words including plosive voiceless consonants sounds (/p/, /t/, /k/). They did more errors when the words are including /p/, /t/, and /k/ in first place of words (initial). Based on this statement, the researcher will focus for researching students from the English

⁷ Parviz Birjandi and Mohammad Ali Salmani-Nodoushan, *an Introduction to Phonetics*, (Iran: Zabankandeh Publication, 2005), p.86

Education Raden Intan State Islamic University of Lampung at the sixth semester because they have learned about pronunciation practice subject and phonology subject and most of them also have low score at these subjects, so the students have known about the phenomenon that would be done by the researcher. Since, the students grew up in English Education Raden Intan State Islamic University of Lampung, so their native language very influential on English. They have more errors in pronouncing English plosive voiceless consonant sounds.

Plosives are ‘maintainable’ stops because they can be held for a long time, and the closure portion arises from a deliberate articulation. The term ‘plosive’ relates to the way the stop is released – with what is sometimes called an ‘explosion’.⁸ Stops (also called plosives): The air stream is blocked completely somewhere in the mouth, air pressure builds up, and then it’s released, like a tiny explosion. The stops in English are /p/, /b/, /t/, /d/, /k/, and /g/.

Plosive also involve a complete blockage of air flow, due to full closure at some point in the mouth.⁹ It means that when we want to speak that include of plosive consonant sounds, we have to block the air first and hold it a little bit, flow then the air with explosion. But sometimes, when students or some people want to say something faster, most of them speak rather unclear than what should it be. So this the researcher interests to take this case at the time.

This research refers to some researches as the previous research about an error analysis. The first entitled “Error Analysis of the Pronunciation of

⁸Richard Ogden, Op.Cit. P. 15

⁹Robert Kirchner, *Phonetics and phonology: understanding the sounds of speech.*(University of Alberta), p. 10

English Consonant by Faroese-Speaking Learners”.¹⁰ In the analyses, they found examples of phonemic, allophonic and distributional errors. The most salient distributional feature was rhoticism, which is appropriate for rhotic accents such as General American but might prove distracting for RP though not affecting intelligibility. Examples of phonemic errors included replacing /θ/ by /t/, /ð/ by /d/, /z/ by /s/, and /w/ by /v/, all of which contribute to a foreign accent, but are not necessarily the tell-tale signs of a Faroese speaker specifically, as these are errors heard from many non-native speakers worldwide. The allophonic errors, on the other hand, show some features that are very uncommon, e.g. devoicing of nasals and approximants /l, r/, dark and dental pronunciation of clear *l* and perhaps most saliently the pre-aspiration of fortis stops.

Other research that related with the researcher research is by Dedi Kurniawan, entitled “*The Error Analysis of The Pronunciation of Dental Fricative Consonants (/θ/,/ð/) by the Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University*”.¹¹ The result of this research were drawn as follow, 1) there was a tendency that the voiced and voiceless dental fricative are substituted with voiced and voiceless alveolar fricative; 2) variability of error took place in this study, not only /t/ and /d/ were produced when pronouncing /θ/ and /ð/, but also /d/, /s/, /θ/, and /ð/; 3) voice dental fricative at coda position is the most marked aspect

¹⁰ Elsa Í Hjöllum and Inger M. Mees, *Journal Error Analysis of the Pronunciation of English Consonant by Faroese-Speaking Learners*. 2012

¹¹ Dedi Kurniawan, *Journal: The Error Analysis Of The Pronunciation Of Dental Fricative Consonants (/θ/,/ð/) by the Students of English Education Study Program Faculty Of Teacher Training And Education Sriwijaya University*, Nov 2016.

in this study, and 4) there is a tendency that the longer the length of study, the better the pronunciation of this two sounds.

Another previous research is made by Lahmuddin Lubis, Dairina Yusri, and Zuhria, entitled “*Error Analysis at Segmental Phonology in Pondok Pesantren Modern Nurul Hakim Medan*”.¹² The result was described on phonological errors in Arabic speaking, the most error done by respondents in spoken Arabic is the form error replacement (substitution) accounted for 17 errors with percentage as much as 77.27%, the error being the addition totaling 3 percentage error by as much as 13.64% and fewest errors is omission (omission) amounted to 2 fault with the percentage as much as 9.09%.

After compared those researchs above, the researcher considers that there were the differences of both researches. On the first research was focused on English consonant error. And the second research was focused on dental fricative consonant's (/θ/ and /ð/) error. And the third one was focused on error analysis of segmental phonology.

It made the researcher decided to choose an analysis of student's error in pronouncing plosive voiceless consonants, and because of there was not many previous research related to this study in English Education. Referring to the reason above, this research focuses on analysis pronouncing of English plosive voiceless consonants error (/p/, /k/, /t/) of students of English Education Raden Intan State Islamic University of Lampung. Therefore, the researcher entitled “*An Analysis of Students' Error in Pronouncing Plosive Voiceless*

¹²Lahmuddin Lubis, Dairina Yusri, and Zuhria, Journal: “*Error Analysis at Segmental Phonology in Pondok Pesantren Modern Nurul Hakim Medan*”. Feb 2017.

Consonants at the Sixth of English Education Raden Intan State Islamic University of Lampung”.

B. Limitation of the Problem

The researcher limited the problem based on the background above that is the problem on analyzing of students at the sixth semester of English Education Raden Intan State Islamic University of Lampung in error pronunciation of English plosive voiceless consonant (/p/, /t/, /k/) with aspirated and unaspirated.

C. Formulation of the Problem

Based on the limitation above, the researcher formulates the problem as follow:

1. What are the types of error that made by students in pronouncing English plosive voiceless consonant (/p/, /t/, /k/) with aspirated and unaspirated?
2. How many errors that made by students in pronouncing plosive voiceless consonant (/p/, /t/, /k/) with aspirated and unaspirated?

D. Objective of the Problem

Based on the formulation of the problem above, the objectives of this research are:

1. To find out the types of error most often made by students in pronouncing words containing English plosive voiceless (/p/, /t/, /k/) with aspirated and unaspirated.
2. To find out how many errors are made by the students at the sixth semester of English Education Raden Intan State Islamic University of Lampung in pronouncing plosive voiceless consonant (/p/, /t/, /k/) with aspirated and unaspirated.

E. Use of the Research

The research finding is expected as a contribution for the students, and the further researchers.

1. The students
 - a. The students can decrease their errors in pronouncing plosive consonant including aspiration /h/, so they can pronounce English words correctly.
 - b. The students can get more knowledge about plosive and they will speak English word more clear and better.
2. The lecturer, this research hopefully can help the lecturer of English Education to increase their material which would be taught to their students especially in practicing and pronouncing plosive voiceless consonants sound.
3. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher.

4. The further researchers

Other researchers who are interested in analyzing on the students' errors plosive consonant can get more information on what the students make errors most in speaking especially where the students pronounce words consist of plosive sounds including aspiration /h/.

F. Scope of the Research

The scopes of the research are as follow:

1. Subject of Reasearch

The subject of this research was the students at the sixth semester of English Education Raden Intan State Islamic University of Lampung.

2. Object of Reseach

The object of this research was the students' error plosive consonant pronunciation at the sixth semester of English Education Raden Intan State Islamic University of Lampung, in pronouncing English plosive voiceless sounds with aspirated and unaspirated.

3. Time of Research

This research was conducted in the academic year of 2018/2019 at the students at the sixth semester of English Education Raden Intan State Islamic University of Lampung.

4. Place of Research

This research took place at English Education Raden Intan State Islamic University of Lampung.

CHAPTER II

REVIEW OF LITERATURE

A. Phonology

According to David Odden, Phonology is one of the core fields that composes the discipline of linguistics, which is defined as the scientific study of language structure.¹ One way to understand what the subject matter of phonology is, is to contrast it with other fields within linguistics. A very brief explanation is that phonology is the study of sound structure in language, which is different from the study of sentence structure (syntax) or word structure (morphology), or how languages change over time (historical linguistics).

Parviz stated that phonology is the study of all aspects of the sounds and sound system of a language. It includes two major sub-branches: (a) phonetics, and (b) phonemics.² While Richard states that phonology, the study of sound systems.³ Based on Ken Lodge, phonology is the study of the way native

¹David Odden, *Introducing Phonology*, (New York: Cambridge University Press, 2005), p.2

²Parviz Birjandi., Mohammad Ali Salmani, *An Introduction to Phonetics*, (Iran: Zabankadeh Publications, 2005),P. 6

³Richard Ogden, *An Introduction to English Phonetics*, (Edinburgh: Edinburgh University Press, 2009), p. 1

speakers organize and store the knowledge of the sounds of their own language that enables them to use it appropriately on all occasions.⁴

Phonetics is the field of language study concerned with the physical properties of sounds, and it has three subfields: (a) articulatory phonetics (i.e., the study of how the human vocal organ produces sound); (b) acoustic phonetics (i.e., the study of the sound waves produced by the human vocal apparatus); (c) auditory phonetics (i.e., the examination of how speech sounds are perceived by the human ear).⁵ Phonemics, in contrast, is not concerned with physical properties of sound. Rather, it focuses on how sounds function in a particular language.⁶

Phonology is primarily concerned with how we interpret and systematic sounds. Phonology deals with the system and patter of the sounds which exist within particular languages. The study of the phonology of English looks at the vowel, consonants, and supra-segmental features of the language. When we talk about vowels and consonants we are referring to the different sounds we make when speaking, and not the vowel and consonant letters we refer to when talking about spelling.

One approach to isolating component sounds is to look for ‘distinctive unit sounds’ or phonemes. a phoneme is defined as a ‘distinctive unit sound’ of a language: ‘unit’ because the whole of a phoneme must be substituted to make a

⁴Ken Lodge, *A critical Introduction to Phonetics*. (India: Chennai, Newgan Imaging systems Pvt Ltd, 2009), P. 8

⁵Ken Lodge, *A critical Introduction to Phonetics*. (India: Chennai, Newgan Imaging systems Pvt Ltd, 2009), P. 8

⁶Opcit, p. 6

different word; ‘distinctive’ because changing a single phoneme can generate a word which is recognizably different to a speaker of the language.⁷

Phones are written using phonetic symbols enclosed in square brackets. Each of the set of phones which correspond to a single phoneme is called an allophone of that phoneme. A phone can be defined as a ‘unit sound’ of a language. It is a ‘unit’ sound because the whole of the phone must be substituted to make a different word.

From those explanations before, the researcher concludes that phonology is a study about sounds system, how the sounds build and how to pronounce the sound of words correctly in each language from every country.

B. Pronunciation

Pronunciation is very important aspect of speaking, because when someone speaks, s/he must have a good pronunciation to make the listener understand what the speaker means. It causes every country even city has many different languages, it makes somebody has each dialect and absolutely different pronunciation in speaking other language. So, people must learn pronunciation continually to make their speaking ability better.

Cook defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when

⁷ Journal, NLPA-Phon1(2010). Available on <http://www.cs.bham.ac.uk>

produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.⁸

According to Brown, pronunciation, also referred to as ‘Psychomotor skills’ is one element constituting communicative competence, which is said to be the ideal goal of every language instruction.⁹ A key to good speaking is good pronunciation based on Ellis. Pronunciation is the first and most important thing for native speakers notice during a conversation.¹⁰ Knowing grammar and vocabulary is important but you need to pronounce those structures or words correctly. Also, native speakers are more likely to understand you, even if you make grammatical mistakes rather than if you make mistakes in pronunciation. Even the simplest words misspoken will keep you from effectively communicating with native English speakers.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to

⁸Abbas Pourhosein Gilakjani, *English Pronunciation Instruction: A Literature Review*, (Lahijan Branch, Islamic Azad University, Lahijan, Iran., 2016) accessed from <http://ijreeonline.com/article-1-21-en.pdf>

⁹ H.Douglas Brown, *Teaching by Principles :An Interactive Approach to Language Pedagogy (2nded)*, (New York: Longman, 2001), p.68.

¹⁰Sunai Kwandee, Journal ‘*Building Up Awareness Of Pronunciation And Connected Speech For The Improvement Of Thai Students’ Accent When Speaking English*’. (Rajamangala University of Technology Srivijaya, Rattaphum College, Songkhla, Thailand, 2012)., p. 3 accessed on 13th Mar 2018.

gestures and expressions that are closely related to the way we speak a language.¹¹

Based on those arguments about pronunciation, the researcher concludes that pronunciation is the way when we speak to give understand or meaning to listeners about what we talk about. So, it is very important to be mastered by learners especially for students of English Education Raden Intan Lampung, because when the students speak used English they have to be good in their pronunciation to make the listeners understand about what the speaker mean about.

1. Pronunciation Features

Pronunciation itself has two features those are phonemes and supra-segmental features.¹² Phonemes are the different sounds within a language. Sounds may be voiced or unvoiced (sometimes refers to as voiceless). Voiced sounds occur when the vocal cords in the larynx and vibrated; and the producing of voiceless sounds will not feel the vibration. The difference between /f/ and /v/, for example, can be heard by putting the top teeth on the bottom lip, breathing out in the continuous stream to produce /f/, then adding the voice to make /v/. Hold the Adam's apple while doing this, and it will feel the vibration.

¹¹Dr. Linda Yates, “*Fact Sheet-What is Pronunciation*” AMEP Research Centre, October 2002, p. 1, accessed on Mar 4th, 2018.

¹²Gerrald Kelly, *How to Teach Pronunciation*, (England: Longman, 2001), p. 9

The set of phonemes consist of two categories: vowel sounds and consonant sounds. Vowel sounds are all voiced, and may be single (like /e/, as in *let*), or a combination involving a movement from one vowel sounds to another (like /eɪ/, as in *late*); such combination are known as diphtongs. An additional term used is triphthongs which describes the combination of three vowel sounds (like /aʊə/ in *our* or *power*). Single vowel sound may be short (like /ɪ/, as in *bit*) or long (like /i:/, as in *beat*). The symbol /:/ denotes a long sound.

Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example /f/, as in *fan*, and /v/, as in *yan*). The following table lists English phonemes giving example of a word in which each appears.

Table 2.1

Table lists English phonemes

VOWEL		DIPHTHONG		CONSONANT			
i:	b <u>ea</u> d	eɪ	c <u>a</u> ke	p	p <u>i</u> n	s	s <u>u</u> e
ɪ	h <u>i</u> t	ɔɪ	t <u>o</u> y	b	b <u>i</u> n	z	z <u>oo</u>
ʊ	b <u>oo</u> k	aɪ	h <u>i</u> gh	t	t <u>o</u>	ʃ	s <u>h</u> e
u:	f <u>oo</u> d	ɪə	b <u>ee</u> r	d	d <u>o</u>	ʒ	mea <u>s</u> ure
e	l <u>ef</u> t	ʊə	f <u>ew</u> er	k	c <u>o</u> t	h	h <u>el</u> lo
ə	a <u>b</u> out	eə	w <u>he</u> re	g	g <u>o</u> t	m	m <u>o</u> re
ɜ:	sh <u>i</u> r <u>t</u>	əʊ	g <u>o</u>	tʃ	ch <u>ur</u> ch	n	n <u>o</u>
ɔ:	c <u>a</u> ll	aʊ	h <u>ou</u> se	dʒ	j <u>ud</u> ge	ŋ	s <u>i</u> ng

æ	h <u>at</u>			f	<u>f</u> an	l	<u>l</u> ive
ʌ	r <u>a</u> n			v	<u>v</u> an	r	<u>r</u> ed
ɑ:	f <u>a</u> r			θ	<u>th</u> ink	j	<u>y</u> es
ɒ	d <u>o</u> g			ð	<u>th</u> e	w	<u>w</u> ood

Phonemes as the description before are units of sound which can be analyzed. They are also known as segments. Supra-segmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, tone, length, and syllable.

Stress is a term that we apply to words in isolation which have more than one syllable.¹³ Stress is a cover term for the prosodic features of *duration*, *intensity*, and *pitch*; thus, the prominence of stressed syllables is generally manifested by their characteristics of being longer, louder, and higher in pitch than unstressed syllables.¹⁴

While intonation as pitch variations that occur over a phrase or sentence. Intonation contours can be described in terms of tone groups or intonational phrases. A tone group is the part of a sentence over which an intonation contour extends.¹⁵ 'Intonation' means when, why and how a

¹³ Parviz Birjandi, OpCit, p.99

¹⁴ Mehmet Yavas, *Applied English Phonology (2nd ed)*, (United Kingdom: Wiley Blackwell, 2011), p.156 and 172

¹⁵ Mehmet Yavas, OpCit, p. 172

speaker chooses to raise or lower or sustain the pitch of her or his voice at particular points while speaking.¹⁶

The way pitch is used linguistically differs from language to language. Tone refers to the changes of pitch within a single syllable that result in changes in meaning.

Length, too, seems to play a role in stress. Generally, if one syllable has a longer length than the others in the word, then it is deemed to be the one carrying stress. Length is one of the more important determiners of stress.

The sounds that result from one chest pulse form a syllable. In its minimal form, a syllable consists of a vowel. In addition to the vowel a syllable may consist of one or more consonants that appear on either or both sides of the vowel. A syllable is a phonological unit composed of one or more phonemes. Every syllable has a nucleus, which is usually a vowel (but which may be a syllabic liquid or nasal).

a. The Articulation of Phonemes

1) The articulation of vowels

Vowels are pronounced when the airstream is forced through the vibration of the vocal cords in the larynx and then shaped using the tongue and the lips to modify the overall shape of the mouth.

2) The articulation of consonants

¹⁶ Parvis Birjandi, *OpCit*, p. 133

Consonants, as mentioned earlier, can be voiced or unvoiced. The articulation of /p/ or /b/ is effectively the same, the only difference being that the latter is voiced and the former is unvoiced. As the relative force involved in producing /p/ is greater than that used to produce /b/, the terms **fortis** (strong) and **lenis** (weak) are sometimes used. In addition to the presence or absence of voicing, consonants can be described in terms of the **manner** and **place of articulation**.

Table 2.2
Table of Manner of articulation

Manner of articulation	
Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/
Affricate	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/
Nasal	Closure is made by the lips or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

Speech sounds also vary in the way the airstream is affected as it flows from the lungs up and out of the mouth and nose. It may be blocked or partially blocked; the vocal cords may vibrate or not vibrate. This refers to the manner of articulation.¹⁷

Voiced and voiceless. If the vocal cords are apart during airflow, the air flows freely through the glottis and supraglottal cavities, the sounds produced in this way are voiceless sounds: [p], [t], [k], and [s] in the English words *seep* [sip], *seat* [sit], and *seek* [sik] are voiceless sounds.

If the vocal cords are together, the airstream forces its way through and causes them to vibrate. Such sounds are voiced and are illustrated by the sounds [b], [d], [g], and [z] in the words *bate* [bet], *date* [det], *gate* [get], *cab* [kab], *cod* [kad], *cog* [kag], and *daze* [dez]. By putting a finger in each ear and say the voiced ‘z-z-z-z-z,’ it can feel the vibration of the vocal cords. And by saying the voiceless ‘s-s-s-s-s,’ it will not feel these vibrations (although it might hear a hissing sound in the mouth).

Table 2.3
Table of Place of articulation


Place of articulation	
Bilabial	Using closing movement of both lips, e.g. /p/ and /m/
Labio-dental	Using the lower lip and the upper teeth, e.g. /f/ and /v/
Dental	The tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/

¹⁷ Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language* (7th ed), (United States: Thomson Wadsworth, 2003), p. 244

Palato-alveolar	The blade (or tip) of the tongue is used just behind alveolar ridge, e.g. /tʃ/ and /dʒ/
Palatal	The front of the tongue is raised close to the palate, e.g. /j/
Velar	The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
Glottal	The gap between the vocal cords is used to make audible friction, e.g. /h/

Voicing, manner and place of articulation are together being summarised in the following table:

Table 2.4
Table of English Consonant Phonemes

Table of English Consonant Phonemes									
		Place of articulation							
		Front  Back							
		Bilabial	Labio-dental	Dental	Alveolar	Palato-alveolar	palatal	Velar	glottal
Manner of articulation	Plosive	p b			t d			k g	
	Affricate					tʃ dʒ			
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Nasal	m			n			ŋ	
	Lateral				l				
	Approximant	(w)				r	j	w	

(Unvoiced phonemes are on shaded symbols. Voiced phonemes are on common symbols)

b. Aspiration

The term aspiration means "pronunciation accompanied by breathing out."¹⁸ When voiceless stop consonants take the word-initial position, they are often articulated with this added puff of air. The aspirated sound indicates by writing a phonetic symbol with a raised *h*.¹⁹ In the first set of words below, the phonemes /p, t, k/ are aspirated whereas they are not aspirated in the second set of words.

Aspirated stops

pool [**p^h**uwl]; tooth [**t^h**uwθ]; coop [**k^h**uwp]; pit [**p^h**it]; tin [**t^h**in]; kill [**k^h**il]; play [**p^h**ley]; clay [**k^h**ley]; cube [**k^h**ywb].

Unaspirated stops

spool [**s**puwl]; stool [**s**tuwl]; school [**s**kuwl]; spit [**s**pit] stick [**s**tɪk]; skid [**s**kɪd]; sap [**s**æp]; sat [**s**æt]; sack [**s**æk]; spray [**s**prey]; stray [**s**trey]; screw [**s**kruw]; split [**s**plit].

Such sounds are called aspirated because an extra puff of air escapes through the open glottis. When we pronounce the *p* in *spit*, however, the vocal cords start vibrating as soon as the lips open. Such sounds are unaspirated. The *t* in *tick* and *k* in *kin* are also aspirated voiceless stops, while *t* in *stick* and the *skin* are unaspirated. Hold the palm about 2 inches in front of the lips and say *pit*. It will feel a puff of air, which it will not feel when it says *spit*.

¹⁸ Parviz Birjandi, OpCit, p. 144

¹⁹ Victoria Framkin et.al. OpCit, p.245

The selection of an aspirated versus an unaspirated voiceless stop is determined by the context in which the stop appears. Aspirated stops appear at the beginning of a word, whereas unaspirated stops appear after [s]; aspirated stops appear before a vowel or a sonorant consonant, whereas unaspirated stops appear at the end of a word. This collection of contexts can be expressed succinctly by referring to the position of the consonant in the syllable: aspirated stops appear at the beginning of the syllable and unaspirated stops appear elsewhere.²⁰

C. Plosive Consonant

The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract. And after which the air is suddenly released so that an explosive sound is heard. In addition, stops are made by complete obstruction of the air stream.²¹

Based on Peter Roach, a plosive is a consonant articulation with the following characteristics:²²

1. One articulator is moved against another, or two articulators are moved against each other, so as to form a stricture that allows no air to escape from the vocal tract. The stricture is, then, total.

²⁰ David Odden, OpCit, p. 45

²¹ Charles W. Kreidler, *The Pronunciation of English: a Course book (2nd ed)*, (United Kingdom: Blackwell Publishing Ltd, 2004), p. 24

²² Peter Roach, *English Phonetics and Phonology: a Practical Course (4th ed)*, (New York: Cambridge University Press, 2009), p. 37

2. After this stricture has been formed and air has been compressed behind it, it is released - that is, air is allowed to escape.
3. If the air behind the stricture is still under pressure when the plosive is released, it is probable that the escape of air will produce noise loud enough to be heard. This noise is called plosion.
4. There may be voicing during part or all of the plosive articulation.

To give a complete description of a plosive consonant we must describe what happens at each of the following four phases in its production²³:

1. The first phase is when the articulator or articulators move to form the stricture for the plosive. We call this the closing phase.
2. The second phase is when the compressed air is stopped from escaping. We call this the compression phase.
3. The third phase is when the articulators used to form the stricture are moved so as to allow air to escape. This is the release phase.
4. The fourth phase is what happens immediately after (iii), so we will call it the post-release phase.

English has six plosive consonants: p, t, k, b, d, g. The glottal plosive ? occurs frequently but it is of less importance, since it is usually just an alternative pronunciation of p, t, k in certain contexts. The plosives have different places of articulation. The plosives p, b are bilabial since the lips are pressed together; t, d are alveolar since the tongue blade is pressed against the alveolar ridge. Normally the tongue does not touch the front teeth as it does in

²³ Peter Roach, *Ibid*, p. 37.

the dental plosives found in many languages. The plosives k, g are velar; the back of the tongue is pressed against the area where the hard palate ends and the soft palate begins.

1. Plosive Consonants Features

In stop consonants the breath is completely stopped at some points in the mouth, by the lips or tongue-tip or tongue-back, and then released with a slight explosion. There are three pairs of phonemes containing stops /p, b/, /t, d/, and /k, g/, and like the friction consonants one of each pair is strong and the other weak.²⁴

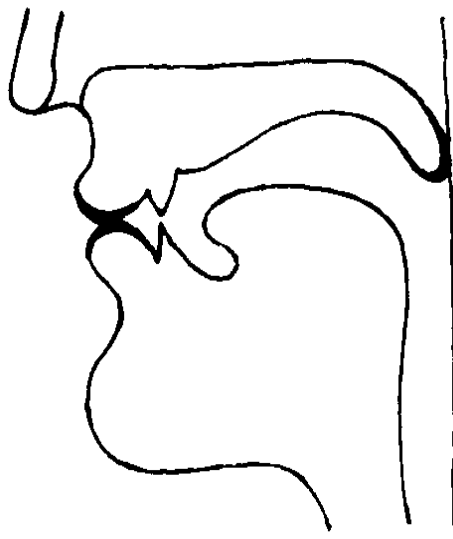
1) Bilabial /p/ and /b/

/p/ is a strong consonant and /b/ is a weak one. Below are the manners of articulation of these stops;

- a. The lips are closed firmly and the soft of palate is raised so that the breath cannot get out of either the nose or the mouth but is trapped for a short time.
- b. When the lips are opened suddenly the breath rushes out with a slight explosion or popping noise.
- c. Before the lips are opened, the rest of the mouth takes up the position for the following sound, a vowel position if a vowel follows, as in *pool*, or a consonant position if a consonant follows as is *play*.

²⁴ J.D, O'Connor, *Better English Pronunciation (2nd ed)*, (United Kingdom: Cambridge University Press, 1980), p. 39

/p/ is a strong sound, like /f/ and /θ/ and /s/ and /ʃ/, but it has a special feature which these do not have: it causes the following sound to lose some of the voicing which it would otherwise have.²⁵ For example, in pu:l *pool* the first part of the vowel /u:/ has no voice, it consist of breath following through the mouth which is in position for /u:/. So that we may write this voiceless period like this : p^hu:l, where the ^h represents a voiceless kind of /u:/. It is very important that the period of breath (which is called *aspiration*) should be there each time. It is this aspiration which mainly separates /p/ from /b/.



(picture 1. /p/ or /b/)

/b/ is a weak stop, and it never has aspiration. The vocal cords may or may not vibrate whilst the lips are still closed, but they must vibrate for the following sound, whether vowel or consonant. For

²⁵ J.D. O'Conner, *Ibid*, p. 39

example, as in *book*, and make the /b/ very gentle and without aspiration. A following consonant is prepared for whilst the lips are closed and is voiced as soon as they open.

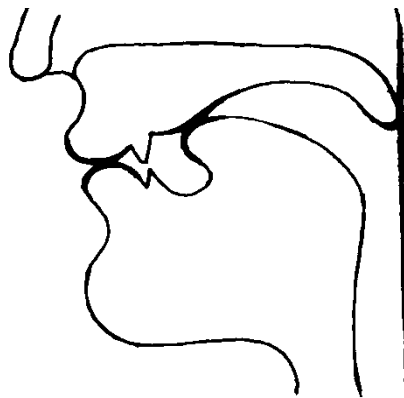
When /p/ occurs between vowels the aspiration may be less noticeable or even absent, but it will never do any harm to keep the aspiration in this position too. /b/ is of course never aspirated, but in this position it is usually voiced.²⁶ The most important thing, as with the other weak consonants, is to make it very gentle and short. Some learners (e.g. Spaniards) have great difficulty in hearing and making a difference between /b/ and /v/ in this position, so that the words *marble* and *marvel* sound the same. They must take great care to close the lips very firmly for /b/, so that the sound makes an explosion and not a friction.

In final position (before a pause) /p/ is aspirated and shortens the vowel before it, whilst /b/ is particularly weak and makes only very little noise, but lengthens the vowel before it. For example *rip* rip, *rib* rib, etc.

When /p/ or /b/ are followed immediately by one of the other stop consonants /t, d, k, g/ or by /m/ or /n/ the sound is made a little differently. For example, as in *kept* *kept* and *act* *ækt*, the closure of the speech organs for the second consonant is made whilst the closure for the first consonants is still in position. In the sequence

²⁶ J.D. O'Conner, *Ibid*, p. 41

/pt/ this is what happens : the lips are closed for /p/ and air is compressed as usual by pressure from the lungs; then, with the lips still closed, the tongue-tip is placed on the alveolar ridge ready for /t/, so that there are two closures. Then, the lips are opened, but there is no explosion of air because the tongue closure prevents the compressed air from bursting out of the mouth; finally, the tongue-tip leaves the alveolar ridge and air explodes out of the mouth. So there is only one explosion for the two stops; the first stop is incomplete.



(picture 2. double closure in /pt/)

The words follow are the example which containing /p/: page, paper, put, April, appear, open, sleep, cup, drop, hope, keep, rope, up, stop, etc.

The words follow are the example which containing /b/: back, bad, bag, bath, February, habit, harbour, remember, table, job, rub, club, slab, grab, etc.

2) Alveolar /t/ and /d/

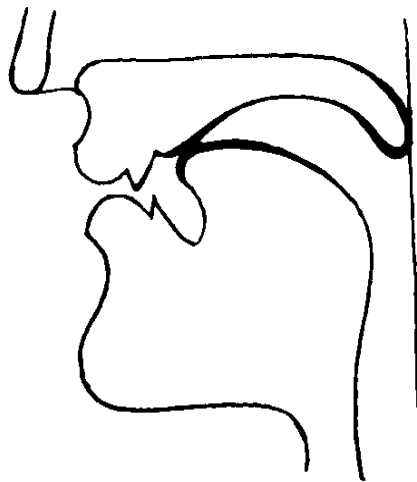
/t/ is a strong stop consonant and /d/ is a weak one. Below are the manner of articulation of these sounds of stops²⁷:

- a. The tip of the tongue (not the blade) is firmly against the middle of the alveolar ridge, not too near the teeth and not near the hard palate.
- b. The soft palate is raised, so the breath cannot escape through either the nose or the mouth, but is trapped for a short time.
- c. The sides of the tongue are firmly against the sides of the palate, so that the breath cannot pass over the sides of the tongue.
- d. When the tongue-tip is lowered suddenly from the teeth ridge the breath rushes out with a slight explosion or popping noise.

The strong stop /t/ is aspirated in the same way as /p/ and this may be written in similar way, e.g. *t^hu:* too. Put the tongue tip on the very center of the alveolar ridge; be sure that only the very point of the tongue is in contact, not the blade; then allow the air to burst out with a voiceless vowel /u:/; do this several times before adding the normal voiced vowel and be sure that when you do add the /u:/ the voiceless period is still there. Do this several times and the each time check the exact position of the tongue-tip and the aspiration.

²⁷ J.D. O'Conner, *Ibid*, p. 42.

/d/ is short and weak and never aspirated. as with /p/, when /t/ occurs between vowels, the aspiration may be weaker or even absent, but it will never do any harm to keep the aspiration in this position too. /d/ in this position is usually voiced, but concentrate mainly on making it very gentle and short, and if it is voiced as well so much the better.



(picture 3. /t/ and /d/)

Speakers who found /b/ and /v/ difficult in this position will also find /d/ and /ð/ hard to distinguish. Concentrate on making /d/ with the tip of the tongue firmly against the alveolar ridge, and make sure it is a firm stop rather than friction.

raɪdɪŋ	riding	raɪðɪŋ	writhing
bri:dɪŋ	breeding	bri:ðɪŋ	breething
lʌdɪŋ	loading	lʌðɪŋ	loathing
lædə	ladder	læðə	lather

In final position /t/ is aspirated and shortens the vowel before it, whilst /d/ is particularly weak and makes only very little noise, but

lengthens the vowel before it.²⁸ However, speakers who tend not to allow /t/ and /d/ to explode in this position should be sure not only to make the difference of vowel length but also to allow the breath to explode out of the mouth.

/d/ and /ð/ may again be difficult to distinguish in this position. be sure that /d/ is made with the tongue-tip firmly on the alveolar ridge, and that the breath is released with a tiny explosion.

Follows are the example of words which containing sound /t/:
table, take, ten, time, city, between, dirty, hotel, about, at, let, put, out, what, might. (Notice also past tens of verbs ending with a strong consonant, e.g. missed *mɪst*, laughed *lɑ:ft*.)

Then follows are the example of words which containing sound /d/:
day, dead, dear, december, idea, lady, body, ready, add, afraid, bed, would, end, friend, good, read, etc. (Notice also the past tense of verbs ending with a vowel, a weak consonant, and /t/, e.g. owed *əʊd*, failed *feɪld*, started *stɑ:tɪd*.)

3) Velar /k/ and /g/

/k/ is a strong stop consonant and /g/ is a weak one. the position of the organs speech for these sounds.²⁹

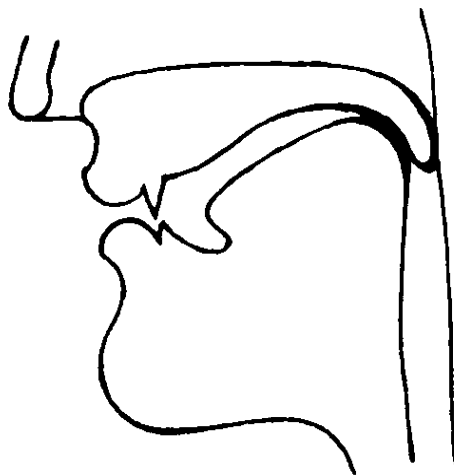
below are the manner of articulation of these sounds:

²⁸ *Ibid*, p. 44.

²⁹ *Ibid*, p. 45.

- a. The back of the tongue is in firm contact with the soft palate, and the soft palate is raised, so that the breath is trapped for a short time.
- b. When the tongue is lowered suddenly from the soft palate, the breath rushes out of the mouth with a slight explosion or popping noise.

The strong stop /k/ is aspirated in the same way as /p/ and /t/, and this may be shown in a similar way, e.g. k^hu:l *cool*. /g/ is short and never aspirated.



(picture 4. /k/ and /g/)

As with /p/ and /t/, when /k/ occurs between vowels the aspiration may be weaker or even absent, but it may be kept in this position too.³⁰ On the other hand /g/ is normally voiced in this position (and of course never aspirated), but concentrate mainly on making it in gentle and short. Speakers who confuse /b/ and /d/ with v/ and /ð/ in this position will also tend to make /g/ a friction sound instead of

³⁰ *Ibid*, p. 46.

the correct stop sound. They must be sure to put the tongue into firm contact with the palate and let the breath out with a definite, though slight, explosion.

In final position /k/ is aspirated and shortens the vowel before it, but /g/ is very gentle and lengthens the vowel before it. For both consonants there must be a definite explosion, a strong one for /k/ and a weak one for /g/; a closure without explosion or a simple friction is not correct.

Some of the commonest words containing /k/ are: call, can, carry, because, become, cut, cup, ask, black, book, like, make, music, mistake, quick, etc.

Some of the commonest words containing /g/ are: go, good, girl, green, again, ago, agree, angry, longer, language, big, dog, drug, etc.

Below also the description about six plosive sounds based on book an Introduction Of Phonetics created by Parviz Birjandi (Phd).³¹

a. Bilabials /p/ and /b/ are made by forming the closure with upper and lower lips and, after building up the pressure necessary, releasing the closure abruptly, as in pay [pe] and bay [be].

1) [p] is a voiceless bilabial stop consonant. The lips are pressed tightly together. The air is trapped behind the lips. The vocal cords are kept far apart, and the nasal cavity is closed by the velum.

³¹ Parviz Birjandi, *Ibid*, p. 34.

- 2) Then the trapped air is suddenly released. [b] is the voiced counterpart of [p]. The only difference is that the vocal cords are close to each other and vibrate during the articulation of [b]. In the case of /m/, the nasal cavity is open.
- b. Alveolar stops /t/ and /d/ utilize the tip of the tongue to form the closure with the alveolar ridge, as in tip [tɪp] and dip [dɪp].
- 1) [t] is a voiceless dental or alveolar stop. The tongue makes contact with the front teeth or with the alveolar ridge directly above them. There is no vocal cord vibration and the nasal cavity is blocked.
 - 2) [d] is a voiced dental or alveolar stop. It is produced in the same way as [t] but with vibration of the vocal cords. In the case of /n/, the nasal cavity is open to let the air pass through it.
- c. Finally, for velars /k/ and /g/, we raise the back of the tongue to make a contact with the soft palate (velum), as in cap [kæp] and gap [gæp].
- 1) [k] is a voiceless velar stop. With the tongue tip resting against the lower teeth, the back of the tongue makes contact with the soft palate.
 - 2) [g] is its voiced counterpart. Its articulation is the same as [k], but with vibration of the vocal cords. The corresponding velar nasal [ŋ] is usually voiced as well.
- d. Some languages, including Persian, have a glottal occlusive [ʔ] too. The glottal stop can be produced in either of the two ways: (a) by the sudden opening of the glottis under pressure from the air below, or (b) by the

abrupt closure of the glottis to block the airstream. The glottal stop is always voiceless, as the complete closure of the vocal cords precludes their vibration.

Based on these statement plosive is a sound that made by holding the air stream before flow it whilst make an explosion on the closure of sound, and the six sounds of plosive are being differentiate by the aspiration on voiceless sounds while never be aspirated on voiced sounds. For the analysis of the researcher, it will be limited the problem on plosive voiceless consonant (/p/ /t/, /k/) sounds with aspirated and unaspirated.

D. Error

According to Brown, learning is fundamentally a process that involves the making of mistakes. Second language is a process that is clearly not unlike first language learning in its trial and error nature. Inevitably learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors. Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.³²

An error can be defined as a deviation from the norms of the target language. Error takes place when the deviation arises as a result of lack of

³²Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138

knowledge. It represents a lack of competence.³³ Competence here according to Chomsky, consists of the mental representations of linguistic rules that constitute the speaker-hearer's internal grammar.³⁴

Stevens in Richards hypothesizes that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. He conjectured that if regular pattern of errors could be observed in the performance of all learners in a given situation, and if a learner were seen to progress through this pattern, the error was taken as evidence not of failure but of success and achievement in learning.³⁵

1. Error Analysis

Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language.³⁶

According Brown, Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal

³³Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), P. 51.

³⁴*Ibid*, p. 12

³⁵Jack C.Richards, *Error Analysis, Perspectives on Second Language Acquisition* (London: Longman, 1974), p. 4.

³⁶Ali Akbar Khansir, *Error Analysis and Second Language Acquisition*. Bushehr University of Medical Sciences and Health Services, Iran. 2004. Accessed on 3rd Apr 2018

something of the system operating within the learner, led to a surge of study of learners's error.³⁷

Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.³⁸ In addition, Error analysis is one of the first methods used to investigate learner language.³⁹ The method which consists of a set of procedures for identifying, describing, and explaining learner error. In otherwise, error analysis is aimed to know or measure something wrong or deviations from the particular language users which is made by the students continuously.

2. Distinction Between Error And Mistake

People are sometimes confused about mistake and error. Some of them think that mistakes and errors are different and some other considers that they are the same. In fact, error and mistake are different. Some linguists explain about the distinguish errors and mistakes.

Corder argued that mistake and error considered performance-related deviances which can occur as a result of factors external to the competence of the speaker, such as tiredness or lack of concentration. Mistakes are neither systematic and nor significant to the process of language learning.

According to Brown, a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system

³⁷H. Douglas Brown, *Op.cit.* p.227

³⁸Carl James, *Errors in language learning and use: Exploring Error Analysis* (London: Longman, 1998), p. 1

³⁹Rod Ellis, *Op.Cit.* p.68

correctly.⁴⁰ While Corder stated that an error (in this technical sense) takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from assessing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes, then are performance phenomena and are regular features of native speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity.⁴¹

Sometimes researchers distinguish between errors caused by factors such as fatigue and inattention, Chomsky in H. Dulay's book, called "performance" factors, and errors resulting from lack of knowledge of the rules of the language, called competence.⁴² The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as competence or performance errors, the researcher does not restrict the term "error" to competence based deviations. The researcher uses error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

Corder in Richards says that:

⁴⁰H. D. Brown, *Principles of Language Learning and Teaching (5th.ed)*, (United States: Pearson Education, 2007), p.257.

⁴¹Rod Ellis, Op.Cit. p. 51

⁴²H, Dulay. Op.Cit. 139

The error performance will characterisly be unsystematic and the error of competence systematic” as Miller puts it, it would be useful therefore hereafter to refer to error of performance as mistake reserving the term to refer to the systematic error of learners from which we are able to reconstruct his knowledge of the language to date.⁴³

Based on statements above, the researcher can conclude that error and mistake have different characteristics, for examble: error; it takes place in the level competence, it is significant in learning and it is systematic or regular. Mistake; it does not take place in level of competence, it is not significant in learning and it is not systematic.

In conclusion, the resercher focused on error. The researcher will not distinguish between error and mistake. This research as the basic of determining the deviations produced by subjects. Thus, any derivations are considered as an error, not mistakes. Errors in this research are the student’s errors in pronouncing plosive voiceless consonants sounds. For example in phonology error happens when people pronounced [kɔ:k] in word *cough* causes lack of knowledge in pronouncing word. Then mistake happens when people do mistake because of slip of the tongue.

3. The Importance of Error Analysis

To learn error or error analysis include of one thing important, because by studying this case, we can know the weakness and then decrease it to be better. Jack C. Richard stated on his book.

⁴³ Jack C. Richard, *Opcit.* 25

“ A learners errors,... are significant in three different ways. First, to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progres... second, they provide to the researcher evidence of how language is learned and acquierd, what strategies or producers the learner are employing in his discovery of the language. Thirdly... they are indispensible to the learner himself because we regard the making of errors as a device the learner uses in order to learn.”⁴⁴

Based on the statement above, the researcher concludes that learn on error or error analysis is useful enough and also can give many contribute in language teaching. So that, the lecturer can know how far the material can be understood by the students and what error that need to be improved so the students can master the material as well.

4. Classification of Error

Some Experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguished three types of error according to their systematicity:

- a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
- b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
- c. Post-systematic errors occur when the learner knows the correct targetlanguage rule but uses it inconsistently (i.e. makes a mistake)⁴⁵

These are four useful and commonly used taxonomies in analyzing error made by learners, based on descriptive classification of Dulay, at.al.⁴⁶

⁴⁴ Ibid

⁴⁵ Rod and Ellis, Opcit, p. 56

a. Linguistics Category Taxonomy

Linguistics category taxonomy classifies error according to either or both the language components the error aspects. Here language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

b. Surface Strategy Taxonomy

The learners may omit necessary items or add unnecessary ones; they may misform items or disorder them. This taxonomy classified error in four type, those are omissions, additions, misformation, and misordering.

a) Omission

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. For example, the word 'test' [test] is pronounced as [tes].

b) Addition

Addition is characterized by the presence of one or more elements that are not needed. For example, the word 'car' [ka:] is pronounced as [kʌr].

Addition errors usually occur in the later stages of L2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.

⁴⁶Heidi Dulay, Opcit p.146.

Three types of addition errors have been observed in the speech of both of L1 and L2 learners: double markings, regularizations, and simple addition. These errors are good indicators that some basic rules have been acquired, but that the refinements have not yet been made.

Double markings. Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. We say:

He doesn't know my name or We didn't went there.

Because the two items rather than one are marked for the same feature (tense, in these examples), this type of addition error has been called **double marking**.

Regularization errors are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example *sheeps* and *putted* are both regularizations in which the regular plural and past tense markers –s and –ed, respectively, have been added to items which do not take markers.

Simple addition errors are the “grab bag” subcategory of additions. If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple

additions other than those that characterize all addition errors-the use of an item which should not appear in a well-formed utterance. For example: **the fishes doesn't live in the water** (simple addition of the third person singular -s) or **a this** (simple addition of an article *a*).

c) Misformation

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word 'thin' [ðin] as [tin].

As in the case of additions, misformations are usually not random. Thus far, three types of misformations have been frequently reported in the literature: regularizations; archi-forms; and alternating forms.

Regularization errors that fall under misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

archi-formes. The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example, a learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*, to do the work for several of them: *that dog*; *that dogs*.

For this learner, *that* is the archi-demonstrative adjective representing the entire class of demonstrative adjectives.

Alternating forms as the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. Thus we see for demonstratives: those dog or this cats.

d) Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks].

In this research, the researcher used surface strategy taxonomy to classify the types of errors that students made.

c. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison the structure of the second language errors and certain other types of constructions. These comparisons have yielded four major errors categories in this taxonomy; they are developmental errors, interlingual errors, ambiguous errors, unique errors.

d. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focused on distinguishing between errors that seem to cause

miscommunication and those to do that. This taxonomy classifies errors in two types, global and local error. They are as follow:

1) Global Error

Global errors are the errors happened in the structure language which causes the learners misinterpret the oral or written message or consider that the message couldn't be understood in the whole context it.⁴⁷

That effect overall organization significantly hinder communication. For example, in phonology aspect learner says [kɒt] for [kɒf] in cough, this condition can cause miscommunication between listener and speaker.

2) Local Error

Local errors do not cause miscommunication. Though, the speaker says incorrectly but listener knows what speaker means. For example, in phonological aspect learner says [ɪnfait] in invite.

⁴⁷Paramita Kusumawardhi, "The Analysis of Omission in English Narrative Composition Made by EFL Students". *Journal of English Language and Education*, Vol. 3 No. 2 (December 2017), p. 87

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used descriptive qualitative method. The use of descriptive qualitative method in this research was to answer the objective of study that is to describe what plosive voiceless consonants were being mispronounced by the sixth semester students of English Education Raden Intan State Islamic University of Lampung. According to Jane, qualitative descriptive is a research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research.¹ Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subject point of view.² The Qualitative Research Unit is a specialist in the conduct of in-depth research, primarily involving individual interviews and focus groups, for explanatory, evaluative or strategic purposes. Denzin and Lincoln offer the following definition:

“Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices ... turn the world into a series of representations including fieldnotes, interviews, conversations,

¹ Jack. R. Frankle, Wallen, and Hyun, *How to Design and Evaluate Research in Education* (8th edition) (New York: Mc. Graw-Hill, 2012), p.426.

² Robert, C. Bogdan, and Sari Knopp Biklen, *Qualitative Research for Education, An Introduction to Theories and Methods*, (Boston: Pearson Education, Inc., 2006), p. 274.

photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.”³

According to Creswell, Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.⁴

According to the statement above, the researcher only investigate the phenomenon of the research in English Education at Raden Intan State Islamic University of Lampung. In this way, the data which gathered from students errors in pronouncing of English plosive voiceless consonant sounds with aspirated and unaspirated.

B. Source of Data

The data of this research was taken from a transcription from the original recordings of the sixth semester students of English Education Raden Intan State Islmic University of Lampung in academic year 2018/2019. The participants of this examination were mostly from the sixth semester students which were in H class. The researcher determined the object of this research by

³Jane Ritchie and Jane Lewis, *Qualitative Research Practice a Guide for Social Science Students and Reserchers*, (Britain: The Cromwell Press Ltd, 2003), P. 3

⁴ John W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*(4th ed)(USA; SAGE Publications, Inc, 2014), p. 32

purposively and took about 31 students of the sixth semester students to be analyzed because the 31 students have known the phenomena about plosive voiceless consonants, still got hard in pronouncing English words and most of their score in subject pronunciation practice and phonology were mostly under average (see on appendix 6 on pages 93-94). According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being study. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.⁵ It means in this research, researcher chosen the subject according to the need and purpose of the research these are 1) the students have taken pronunciation practice and phonology subjects; 2) the students have low score on these two subjects (pronunciation practice and phonology). This examination required the participants to read 9 lists of word including plosive voiceless consonants while the researcher recorded them. After that the researcher listened the recordings repeatedly to get the transcripts of the recordings then will be used to analyze.

C. Instrument of the Research

This research collected the data based on instrument. In qualitative research, the researcher is as human instrument which determines the focus, chooses the

⁵Marguerite, et.al, *Methods in Educational Research: from Theory to Practice* (San Francisco: Jasssey-Bass, 2006), p. 140

informant as source of data, does the collecting of data, analyzes the data, and makes the conclusion of his/her finding.⁶ This research took the documentation of students' voice recording about pronouncing 9 words including plosive voiceless consonants (p, t, and k) with aspirated and unaspirated in the words, then it was being transcribed by the researcher. The transcript of their recordings were used to know their errors and how many of them. (The instrument of this research can be seen on appendix 2 page 76)

D. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data. In qualitative research, there are four kinds to collect the data, such as observation, interview, documentation and audio and visual material.⁷ In order to get the data, the researcher used documentation as a technique in collecting the data. This kind of documentation was pronunciation task, by giving 9 list of words including plosive voiceless consonants (p, t, k) to be read by the student while the researcher recorded them, then the researcher made the transcription of their pronunciation then it would be analyzed by the researcher.

⁶ Sugiyono, Op.Cit. p. 306

⁷ John W. Creswell, Op.Cit, p. 239.

E. Research Procedures

This research will use procedures as follows:

1. Formulating the research problems and determining the focus of the research. The focus was on the students' error on pronouncing plosive voiceless consonants with aspirated and unaspirated.
2. Determining the subject of the research. The subject of this research was being the students of the sixth semester in H class of English Education of Raden Intan State Islamic University of Lampung.
3. Taking the data. The researcher used the documentation to collect data from the students. In this research, the researcher used data from the student's recordings. By giving pronunciation task which consist of 9 words including plosive voiceless sounds in the words, then the students read the words while the researcher recorded their pronunciation then to be transcribed.
3. This research identified and classified the students' error in pronouncing plosive voiceless consonant sounds. First, the researcher listened the students' recordings and transcribed their recordings. After that, the researcher classified the errors that students made. Then describing the proportions of error produced by the students. Triangulation was being used in ensuring validity of the research result.
4. Making report findings
Finally, after analyzing the data, concluding the research finding and reporting it.

F. Trustworthiness of The Data

In qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed. Triangulation involves the use of different methods and sources to check the integrity of, or extend, inferences drawn from the data..⁸ Based on Denzin, there are 4 kinds of triangulation, there are:

- a. *Methods triangulation*: comparing data generated by different methods (e.g. qualitative and quantitative)
- b. *Triangulation of sources*: comparing data from different qualitative methods (e.g. observations, interviews, documented accounts)
- c. *Triangulation through multiple analysis*: using different observers, interviewers, analysts to compare and check data collection and interpretation
- d. *Theory triangulation*: looking at data from different theoretical perspectives.

In this research, the triangulation through multiple analysis by using different observer was being used to make the result of data more valid and the researcher hope to overcome the weakness or intrinsic biases and the problems that come from single-observer. The observers in this research was being the

⁸Jane Ritchie, Op.Cit p.43

researcher and one of the lecturer of English Education Raden Intan State Islamic University of Lampung, Fithrah Auliya Ansar, M.Hum.

G. Technique of Data Analysis

In analyzing the data, the researcher used the five steps suggested by Ellis, they are: collection of sample of learners language, identification of errors, description of errors, explanation of errors and evaluation of errors.⁹This research used the procedure error analysis through the following steps:

1. Collecting the data from the result of the students' error pronunciation.

The researcher collected the students' recordings to be analyzed. They have been giving a task to read 9 words which was given by the researcher while the researcher recorded themselves. The researcher tried to determine the data that would be treated, e.g finding mispronounced words which include plossive sounds.

2. Identifying the students' errors.

After collecting the students' voice recordings, the researcher listened them repeatedly in order to know the speech then transcript the recordings. The researcher identified the words on trasncription which produced an error. The researcher identified the students' errors by using surface strategy taxonomy and has been compared the result of the research with other observer.

⁹ Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), p. 48

3. Describing of Errors

After identifying the data, the researcher classified the errors based on surface strategy taxonomy. In this way, the researcher determined the types of error that belong to each type of error. Then, the errors that committed by the students put into the distribution table of error to find out the number of errors each of the student committe.

4. Explaining the students' errors

This step attempted to explain for how and why the students' errors happen.

5. Evaluating students' errors

After classifying the data, then, the researcher calculated the students' errors and made the total for each error by counting the errors to get the total of each error. In this step, the number of errors were be presented in the forms of tables in chapter IV by using the following formula to count the frequency of errors.¹⁰

The Formula of Percentage of the Types of Errors

$$P = \frac{F}{N} \times 100\%$$

P= The presentation of errors

F= The frequency of error occurred

N= Number of cases (total frequent / total individual).

¹⁰ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT

The purpose of this research was to describe the types of errors that students made in pronouncing plosive voiceless consonants (/p/, /t/, and /k/) with aspirated and unaspirated based on surface strategy taxonomy and to know how many errors that students made based on Dulays' theory. In this research, the researcher was done her preliminary research to get the basic source and to choose the good sample which represent all the population. The population in this research was students at the sixth semester of English Education study program consists of 8 class, then the sample of this research was students at the H class because purposively they have taken pronunciation and phonology subjects. In collecting the data, this research used documentation as a technique in collecting the data which gave 9 list of words to be read by the students at the sixth semester on H class of English Education Raden Intan State Islamic University of Lampung while the researcher recorded their voices. This research used documentation (pronunciation task) as a technique in collecting the data.

After collecting the students' voice recordings, the researcher listened them repeatedly in order to know their pronunciations then made transcripts of the recordings. The researcher identified the words on transcriptions which

produced errors. Then the researcher classified the errors into surface strategy taxonomy.

This research classified errors based on surface strategy taxonomy, they are omission, addition, misformation and misordering. Omission which is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. For example, the word ‘parent’ [p^herənt] is pronounced as [perənt] by 23 students; addition which is characterized by the presence of one or more elements that are not needed. For example, the word ‘apple’ [æpl] is pronounced as [æp^hl] by 2 students, this kind of addition was simple addition which meant the student only added an unnecessary item in the word; misformation which is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word ‘parent’ [p^herənt] is being pronounced like [fərənt] by a student, this kind of misformation was alternating form which meant the student used an alternative /f/ to represent /p/ in this word; and misordering which is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word ‘ask’ [a:sk] is pronounced as [a:ks] was being made by 13 students. (For more information of the data it can be seen on the appendix 5 table 1 on pages 82-91)

Below is the table of the total of errors in pronouncing plosive voiceless consonants (/p/, /t/ and /k/) with aspirated and unaspirated.

Table 4.1
The Recapitulation of Students' Errors in Pronouncing Plosive
Voiceless Consonants (/p/, /t/, /k/) with Aspirated and Unaspirated

No	Types of Errors	Frequency	Percentage
1	Omission	110	78,01%
2	Addition	6	4,26%
3	Misformation	11	7,8%
4	Misordering	14	9,93%
Total		141	100%

From the table, it can be inferred that the highest errors based on surface strategy taxonomy was *omission* that were 110 items or 78,01%, this errors were committed by the students almost in deletion of aspiration /^h/ in the initial phoneme whether it is /p/, /t/, or /k/ in a first place of words. And the second most common error was *misordering* errors that were 14 items or 9,93%, this errors were gained only in the final place of a word Meanwhile, the two lowest place was taken by *misformation* with 11 items or 7,8%, this kinds of error were made by the students most in final of a word, then in the medial and seldom in initial of words. And the lowest error was *addition* errors with 6 items or 4,26%, this errors made by the students only in two parts of words which were medial and final place of words.

Based on the data, it can be inferred that the students may already study about how to pronounce words but they also often made errors when they

speak words which consist of plosive voiceless consonants with aspirated and unaspirated whether in first (initial), medial or final place of words. Therefore, the researcher also found some errors that made by the students in pronouncing plosive voiceless consonants (/p/, /t/ and /k/) with aspirated and unaspirated by mispronouncing some words, and it were described on the discussion.

B. DISCUSSION

This research focused on the types of error based on surface strategy taxonomy according to Dulay. To determine that the result was error, this research used one type of triangulation that is multiple observers which consist of the researcher and one of the lecturer of English Education Raden intan State Islamic University of Lampung, Fithrah Auliya Ansar, M.Hum. The researcher corrected the students' recordings by analyzing and categorized the errors

based on surface strategy taxonomy. Then, the researcher gave the result to Fithrah Auliya Ansar, M.Hum to be corrected by her. After all, the researcher was revised her result analysis and got the final result. Below is the result from trustworthiness through multiple observer.

Table 4.2
Result of Research Trustworthiness (through multiple observer)

List of word	Online Phonetic Transcription ¹	Mrs. Fithrah correction	The researchers' correction	Students' number
Parent	[p ^h erənt]	1. [perənt] 2. [perənt]	1. [p ^h erənt] 2. [p ^h erənt]	1. 7 2. 11
Apple	[æpl]	1. [æpl] 2. [æpl] 3. [æpl]	1. [epl] 2. [æɪpl] 3. [epl]	1. 14 2. 29 3. 31
Cup	[k ^h ʌp]	1. [k ^h ʌp]	1. [k ^h ʌp]	1. 5
Dirty	[də:ti]	1. [də:ti] 2. [də:ti]	1. [dɪ:ti] 2. [dɪ:ti]	1. 12 2. 21
Catch	[k ^h ætʃ]	1. [kʌtʃ] 2. [kætʃ]	1. [kʌtʃ] 2. [ketʃ]	1. 12 2. 13
Accept	[ək'sept]	1. [ək'sept] 2. [ek'sept] 3. [əsept] 4. [ək'sept] 5. [ək'sept] 6. [ək'sept]	1. [eksept] 2. [ək'sept] 3. [əzept] 4. [ək'səpt] 5. [ək'zept] 6. [ək'zept]	1. 1 2. 7 3. 10 4. 12 5. 16 6. 18
Ask	[ɑ:sk] or [æsk]	1. [æks] 2. [æs] 3. [æks ^h] 4. [æks]	1. [æksk] 2. [ʌs] 3. [æsk] 4. [ʌs]	1. 1 2. 3 3. 19 4. 24

From this comparison, there are 20 items which should be revised and corrected by the researcher from Mrs. Fithrah. Then the researcher relistened and checked their voice recordings and transcriptions to make the decision of the result in their transcriptions.

As seen on the table above, there are some words which corrected by the researcher and Mrs. Fithrah but there also some words that the researcher did not

¹ Cited on <https://easypronunciation.com>

change them because the researcher believed that the transcription which she made was right. For example word *parent*; in this word, the researcher was considered that those students pronounced this word by omitting an aspiration in /p/. After the documents were being checked by Mrs. Fithrah and she suggested the researcher to recheck on students number 7 and 11, the researcher was changed those students transcriptions and corrected them because they were pronounced this word correctly.

Word *cup*; this word was not changed by the researcher because after she relistened and rechecked the document, she was considered that her document was correct so she decided not to change it for student number 5.

The rest of those words was being corrected by Mrs. Fithrah only on how the students pronounced those words with how the researcher listened and made the transcription. For example word *dirty* as [dɜ:ti] was written as [dɜ:ti] before it changed to become [dɪ:ti] on students number 12 and 21, either on rest of words on the table above.

a. Types of Errors

The data were described into explanation below.

1) Error of /p/, /t/, and /k/ with aspirated and unaspirated

The errors of this research were classified by using surface strategy taxonomy based on Dulay, where categorized 4 types of error; omission, addition, misformation and misordering. The data of this research would be presented below:

a) Omission of /p/, /t/, /k/ with aspirated and unaspirated

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction.² For example:

- *Parent*

The word “*parent*” as pronounced [p^herənt] was being pronounced [perənt] was being pronounced by 23 students by omitting the aspiration of /p^h/; [perəns] was being pronounced by a student which not only omitting the aspiration of /p^h/ but also adding a phoneme /s/ in the final of word; [perənts] was being pronounced by 2 students which not only omitting the aspiration of /p^h/ but also adding a phoneme /s/ in the final of word.

- *Type*

The word “*type*” as pronounced as [t^huɪp] was being pronounced by 16 students as [tap] which omitting the aspiration of /t^h/; [taps] was being pronounced by a student not only omitting the aspiration of phoneme /t^h/ but also adding a /s/ in the final of word.

- *Lost*

The word “*lost*” pronounced as [lɒst] but some students made errors in pronouncing this word as [lɒs] was being

² Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 146

pronounced by 24 students which deleting a /t/ in the final of word.

The conclusion of this examples can be known if still there were many students which made error in pronouncing plosive voiceless consonants with aspirated and unaspirated whether in initial position of word and final position, so that hopefully by this research can help the lecturer to give more attention in teaching material included plosive voiceless consonants sound. (For other examples can be seen on appendix 4 on pages 80-81)

b) Misordering of /p/, /t/, and /k/

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example:

- *Ask*

The word “*ask*” pronounced as [æsk] but some students made errors in pronouncing this word like [æks] was being pronounced by 11 student which moving a phoneme /k/ in the middle of a word instead in the final of a word.

- *Lost*

The word “*lost*” pronounced as [lɒst] but some students made errors in pronouncing this word as [lɔst] by a student

which a /t/ should be in the final position of word but the student put a /t/ in the middle position.

The conclusion of this examples can be known that still there were many students which made error in pronouncing plosive voiceless consonants with unaspirated in final position of word, so that hopefully by this research can help the lecturer to give more attention in teaching material included plosive voiceless consonants sound.

c) Misformation of /p/, /t/ and /k/

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. As in the case of additions, misformtions are usually not random. Thus far, three types of misformations have been frequently reported in the literature: regularizations; archi-forms; and alternating forms. For example:

- *Apple*

The word “*apple*” as pronounced as [æpl] was being pronounced as [æfel] by a student with misforming the phoneme of plosive voiceless /p/ with a fricatives’ phoneme /f/. This kind of misformation was alternating forms, because the student used /f/ as an alterntive phoneme to represent /p/ in the middle position in this word;

- *Cup*

The word “*cup*” as pronounced as $[k^h\text{ʌp}]$ was being pronounced as $[k\text{ʌt}]$ was being pronounced by a student with changing a plosive voiceless phoneme /p/ with phoneme /t/ and also omitting an aspiration $/^h/$ of phoneme /k/; $[k\text{ʌf}]$ was being pronounced by a student which not only changing a plosive voiceless phoneme /p/ with phoneme /f/ but also omitting an aspiration $/^h/$ of phoneme /k/. This kind of misformation was also alternating forms, same as before which where in this word both of these students used /t/ and /f/ as an alternative phoneme to represent /p/ in final position of this word.

- *Catch*

The word “*catch*” pronounced as $[k^h\text{æ}\text{tʃ}]$ but some students made errors in pronouncing this word as $[tʃ\text{æ}\text{tʃ}]$ was being pronounced by a student which not only changing a phoneme /k/ with /tʃ/ but also deleting an aspiration which should be there in the phoneme /k/. The last example was also misformation of alternating forms which the student changed /k/ in initial position with /tʃ/ as an alternating representation in this word;

The conclusion of this examples can be known that the kind of misformation error that found in this research was only

in alternating forms and still there were many students which made misformation error in pronouncing plosive voiceless consonants with unaspirated whether in initial position of word, middle and final position, so that hopefully by this research can help the lecturer to give more attention in teaching material included plosive voiceless consonants sound. (For other examples can be seen on appendix 4 on pages 80-81)

d) Addition of /p/, /t/, and /k/ with aspirated and unaspirated

Addition is characterized by the presence of one or more elements that are not needed. Three types of addition errors have been observed in the speech of both of L1 and L2 learners: double markings, regularizations, and simple addition. For example:

- *Dirty*

The word “*dirty*” pronounced as [de.ti] but some students made errors in pronouncing this word like [de.t^hi] was being pronounced by a student which adding an aspiration /h/ on phoneme /t/ which should not be there because of the phoneme of plosive voiceless /t/ in the middle does not be aspirated. This kind of addition was simple addition which means in this case the students present a simple addition /h/ which did not need in this word because of the position of /t/ was in the middle of this word.

- *Apple*

The word “*apple*” as pronounced as [æpl] was being pronounced as [æp^hl] was being pronounced by 2 students by adding an aspiration /h/ on phoneme /p/ which where plosive voiceless consonants only in initial position should be with aspirated instead there was no aspirated in the middle or final position. This kind of addition was also used simple addition which means in this case the students present a simple addition /h/ which did not need in this word because of the position of /p/ was in the middle of this word.

- *Cup*

The word “*cup*” as pronounced as [k^hʌp] was being pronounced as [kʌp^h] by adding an aspiration /h/ on phoneme /p/ and also omitting an aspiration /h/ of phoneme /k/; which where plosive voiceless consonants only in initial position should be with aspirated instead there was no aspirated in the middle or final position. This kind of addition was also simple addition which means the student present a simple addition /h/ which did not need in this word because of the position of /p/ was in the final of this word and /k^h/ ought be pronounced with aspirated because this phoneme in initial position instead the student lost it.

The conclusion of this examples can be known that still there were many students which made addition error in pronouncing plosive voiceless consonants with unaspirated whether in initial position of word and final position and this kind of addition was only found simple addition, so that, hopefully by this research can help the lecturer to give more attention in teaching material included plosive voiceless consonants sound. (For other examples can be seen on appendix 4 on pages 80-81).

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the explanation and the description in the previous chapter, this research would like to draw a conclusion that the sixth semester students of English Education Raden Intan State Islamic University of Lampung still made many errors in pronouncing English words which consist of plosive voiceless consonants (/p/, /t/, and /k/).

1. The most common types of errors made by the students are omission, addition, misformation and misordering. Omission with the number was 110 or 78,01%, then misordering with the number was 14 or 9,93%, next misformation with the number was 16 or 7,8%, finally addition with the number was 6 or 4,26%.
2. These total of errors were 141 items of error which show that student most made erroneous in omitting a phoneme in a word than substituting or adding a phoneme in a word, for example the word 'parent' [p^herənt] is pronounced as [perənt] by 23 students which omitting an aspiration /^h/ of phoneme /p/, etc.
3. The kind of misformation error which found in this research was only alternating forms which means the presence of an alternating phoneme in representing another phoneme in a word. And the kind of addition error

also found only simple addition in this research, it means a presence of a phoneme in a word which does not need at all.

B. Suggestion

Based on the finding of the research, this research would like to give some suggestion related to this result of the research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

For Students

1. The students should practice in pronunciation started from the simplest one such as speaking on their daily activity.
2. The students have to pay more attention to some aspects that are difficult for them in pronunciation. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes.

For the Lecturer

1. The lecturer has to make the students aware of their mistakes by correcting their errors.
2. The lecturer has to be wise to determine the error of deviation from the target language system which must be treated and which mistake must be accepted.
3. The lecturer has to give more attention in pronunciation practice material especially in plosive voiceless consonants materials.

For the Next Researcher

1. This research was being hoped that can help the next researcher in giving more information about analysis in students' error in pronouncing plosive voiceless consonants with aspirated and unaspirated.
2. The researcher also suggested for the next researcher to use other taxonomy classification which support and relate to the their research, like Linguistic category taxonomy, Communicative strategy taxonomy, etc.
3. This research also hope can give any inspirings to the next researcher to make some similar reserch to give more acknowledgement to others.

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APPENDICES

APPENDIX 1

LIST OF THE SAMPLE

No	Students' Symbol Name	Students' Character in the Research
1	NL	Student 1
2	KN	Student 2
3	ADS	Student 3
4	NL	Student 4
5	KD	Student 5
6	DAS	Student 6
7	AP	Student 7
8	AK	Student 8
9	YNW	Student 9
10	ARP	Student 10
11	SBS	Student 11
12	RY	Student 12
13	AS	Student 13
14	AR	Student 14
15	DA	Student 15
16	IM	Student 16
17	YAN	Student 17
18	MTJ	Student 18
19	NMN	Student 19
20	NR	Student 20
21	NAC	Student 21
22	NT	Student 22
23	PN	Student 23
24	RH	Student 24
25	SOF	Student 25
26	SAP	Student 26
27	ST	Student 27
28	SI	Student 28
29	SR	Student 29
30	SL	Student 30
31	YEP	Student 31

APPENDIX 2

INSTRUMENT OF THE RESEARCH

No	Categorize	List of word	Online Phonetic Transcription ¹
1	Aspirated /p ^h / in initial position	Parent	[p ^h erənt]
2	Unaspirated /p/ in middle position	Apple	[æpl]
3	Unaspirated /p/ in final position	Cup	[k ^h ʌp]
4	Aspirated /t ^h / in initial position	Type	[t ^h aɪp]
5	Unaspirated /t/ in middle position	Dirty	[dɜ:ti]
6	Unaspirated /t/ in final position	Lost	[lɒst]
7	Aspirated /k ^h / in initial position	Catch	[k ^h ætʃ]
8	Unaspirated /k/ in middle position	Accept	[ək'sept]
9	Unaspirated /k/ in final position	Ask	[ɑ:sk] or [æsk]

¹ Cited on <http://easypronunciation.com>

APPENDIX 3
THE RESULT OF PRELIMINARY RESERCH

INITIAL

No	Word	Transcription		Total of the Speaker	Percentage of Error	Description of the Error
		Dictionary transcription	Respondent transcription			
1	Part	[p ^h art]	[pɑ:t]	All of the spekers	100%	Deletion of aspiration [h]
2	Pay	[p ^h ei]	[pei]	15	95%	Deletion of aspiration [h]
			[pɹi]	4		
3	Paper	[p ^h eipər]	[peɪpe]	18	95%	Deletion of aspiration [h]
			[Pepə]	1		
4	Play	[p ^h lei]	[pleɪ]	All of the speakers	100%	Deletion of aspiration [h]
5	Table	[t ^h eɪbəl]	[tebl]	All of the speakers	100%	Deletion of aspiration [h]
6	Take	[t ^h eɪk]	[tek]	15	95%	Deletion of aspiration [h]
			[teɪk]	4		
7	Time	[t ^h aɪm]	[taɪm]	19	95%	Deletion of aspiration [h]
8	Today		[tudeɪ]	16	80%	Deletion of aspiration [h]
9	Call	[k ^h ɔ:l]	[kɔ:l]	16	80%	Deletion of aspiration [h]
10	Can	[k ^h æn]	[Ken]	11	55%	Deletion of aspiration [h]
11	Case	[k ^h eɪs]	[Kes]	9	45%	Deletion of aspiration [h]
12	Kill	[k ^h ɪl]	[kɪl]	12	60%	Deletion of aspiration [h]

MEDIAL

No	Word	Transcription		Total of the Speaker	Percentage of Error	Description of the Error
		Dictionary transcription	Respondent transcription			
1	Copy	[k ^h apie]		-	-	-
2	Happy	[Hæpie]		-	-	-
3	Open	[owpən]		-	-	-
4	Happen	[hæpən]	[hæpən]	2	10%	Wrong pronunciation
5	City	[sitie]		1	5%	Substitution of [t] to [d]
6	Dirty	[dærtie]	[dirsɪ]	1	10%	Substitution of [t] to [s]
			[dir]	1		Wrong pronunciation
7	Hotel	[hotəl]		-	-	-
8	Protect	[prətɛkt]	[prot ^h ɛk]	1	10%	Additional of aspiration [h]
			[prodʒɛk]	1		Substitution of [t] to [dʒ]
9	Because	[bikɔz]	[bɪ ^ʔ k ^h ɔz]	1	5%	Additional of aspiration[h]
10	Become	[bikeim]	[bi ^ʔ k ^h ɛɪm]	1	5%	Additional of aspiration[h]
11	Pocket	[p ^h kit]	[poget]	1	5%	Substitution of [k] to [g]
12	Breakfast	[brekfæst]	[brɛʔfæs]	1	5%	Substitution of [k] to [ʔ]

FINAL

No	Word	Transcription		Total of the Speaker	Percentage of Error	Description of the Error
		Dictionary transcription	Respondent transcription			
1	Shop	[syap]		-	-	-
2	Stop	[stap]		-	-	-
3	Top	[t ^h ap]		-	-	-
4	Up	[ʌp]		-	-	-
5	Out	[awt]		-	-	-
6	Get	[get]		-	-	-
7	Hot	[hat]		-	-	-
8	It	[it]		-	-	-
9	Black	[blæk]		-	-	-
10	Ask	[æsk]	[ɑ:s]	10	95%	Deletion of [k]
			[ɑ:ks]	6		Substitution of [k] to [s]
			[e:s]	3		Wrong pronunciation
11	Book	[buk]		-	-	-
12	Take	[t ^h eik]		-	-	-

APPENDIX 4

The Total of Students' Errors in Pronouncing Plosive Voiceless Consonants (/p/, /t/, and /k/) with Aspirated and Unaspirated

No	Words	Online Transcription	Students Transcription	Description	Total of The Speaker	Total of Error
1.	Parent	[p ^h erənt]	<ul style="list-style-type: none"> • [fʌrənt] • [perənt] • [perəns] • [perənts] 	<ul style="list-style-type: none"> • Misformation • Omission • Omission • Omission 	<ul style="list-style-type: none"> • 1 • 23 • 1 • 2 	27
2.	Apple	[æpl]	<ul style="list-style-type: none"> • [æfel] • [æp^hl] 	<ul style="list-style-type: none"> • Misformation • Addition 	<ul style="list-style-type: none"> • 1 • 2 	3
3.	Cup	[k ^h ʌp]	<ul style="list-style-type: none"> • [kʌp^h] • [kʌt] • [kʌf] 	<ul style="list-style-type: none"> • Addition • Misformation • Misformation 	<ul style="list-style-type: none"> • 2 • 2 • 1 	5
4.	Type	[t ^h aɪp]	<ul style="list-style-type: none"> • [taɪp] • [taɪps] 	<ul style="list-style-type: none"> • Omission • Omission 	<ul style="list-style-type: none"> • 16 • 1 	17
5.	Dirty	[dɜ:ti]	<ul style="list-style-type: none"> • [dɜ:t^hi] • [dɜ:ni] • [dɜ:θi] 	<ul style="list-style-type: none"> • Addition • Misformation • Misformation 	<ul style="list-style-type: none"> • 1 • 1 • 1 	3
6.	Lost	[lɒst]	<ul style="list-style-type: none"> • [lɒs] • [lɒts] 	<ul style="list-style-type: none"> • Omission • Misordering 	<ul style="list-style-type: none"> • 24 • 1 	25

7.	Catch	[kʰætʃ]	<ul style="list-style-type: none"> • [ʃætʃ] • [kætʃ] • [kɜʃ] • [kʌʃ] • [kɔʃ] 	<ul style="list-style-type: none"> • Misformation • Omission • Omission • Omission • Omission 	<ul style="list-style-type: none"> • 1 • 19 • 1 • 4 • 1 	26
8.	Accept	[ək'sept]	<ul style="list-style-type: none"> • [əssept] • [əsept] • [əzept] 	<ul style="list-style-type: none"> • Misformation • Omission • Omission 	<ul style="list-style-type: none"> • 3 • 9 • 1 	13
9.	Ask	[æsk]	<ul style="list-style-type: none"> • [æksk] • [ʌs] • [æks] • [æs] • [ʌks] 	<ul style="list-style-type: none"> • Addition • Omission • Misordering • Omission • Misordering 	<ul style="list-style-type: none"> • 1 • 2 • 11 • 6 • 2 	22
Total:				<ul style="list-style-type: none"> • Omission • Addition • Misformation • Misordering 	<ul style="list-style-type: none"> • 110 • 6 • 11 • 14 	141

APPENDIX 5

Table 1
Students' Recording Transcription in Pronouncing Words Including Plosive Voiceless Consonants

Student	Transcription of students' recordings									Description of error
	1	2	3	4	5	6	7	8	9	
1	[perənt]	[æpl]	[k ^h ʌp]	[t ^h aɪp]	[də:ti]	[lɒst]	[k ^h ætʃ]	[eksept]	[æksk]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct 4. Correct 5. Correct 6. Correct 7. Correct 8. Correct but misform of /e/ in initial which should be use /ə/ 9. Addition of /k/ in the middle(simple addition)
2	[perənt]	[æpl]	[kʌp]	[t ^h aɪp]	[də:t ^h i]	[lɒs]	[kɔʃ]	[ək'sept]	[æks]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting of aspiration in /k ^h / 4. Correct 5. Addition of aspiration in /t/(simple addition) 6. Omission of /t/ in the final 7. Omission of aspiration in /t ^h / 8. Correct 9. Misordering of /k/which should be in the final instead in the middle
3	[perənt]	[æpl]	[k ^h ʌp]	[taɪp]	[də:ti]	[lɒs]	[kætʃ]	[əsept]	[ʌs]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final

										7. Omission of aspiration in /t ^h / 8. Omission of /k/ 9. Omission of /k/
4	[perənts]	[æpl]	[kʌp]	[t ^h aɪp]	[də:ti]	[lɔs]	[kæʃ]	[ək'sept]	[ʌks]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in /k ^h // in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Correct 9. Misordering of /k/which should be in the final instead in the middle
5	[perənt]	[æpl]	[k ^h ʌp]	[t ^h aɪp]	[də:ti]	[lɔs]	[kæʃ]	[əssept]	[ʌks]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Misformation of /k/ instead /s/(alternating forms) 9. Misordering of /k/which should be in the final instead in the middle
6	[perənt]	[æpl]	[k ^h ʌp]	[taɪp]	[də:ti]	[lɔs]	[kʌʃ]	[ək'sept]	[æs]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Correct 9. Omission of /k/ in the final

7	[p ^h erənt]	[æpl]	[kju:p]	[taɪp]	[də:ni]	[lɒts]	[kʌtʃ]	[ək'sept]	[æsk]	<ol style="list-style-type: none"> 1. Correct 2. Correct 3. Mispronouncing it but correct in pronouncing /p/ and omitting an aspiration in /k^h/ in the first position 4. Omission of aspiration in /t^h/ 5. Misformation of /t/ instead /n/(alternating forms) 6. Misordering of /t/ in the final instead in the middle 7. Omission of aspiration in /k^h/ 8. Correct 9. Correct
8	[perəns]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒst]	[kʌtʃ]	[əssept]	[æks]	<ol style="list-style-type: none"> 1. Omission of aspiration in /p^h/ 2. Correct 3. Correct but omitting an aspiration in /k^h/ in the first position 4. Omission of aspiration in /t^h/ 5. Correct 6. Correct 7. Omission of aspiration in /k^h/ 8. Misformation of /k/ instead /s/ in the middle(alternating forms) 9. Misordering of /k/which should be in the final instead in the middle
9	[perəns]	[æpl]	[kʌp]	[t ^h aɪp]	[də:ti]	[lɒs]	[k ^h æf]	[əsept]	[æks]	<ol style="list-style-type: none"> 1. Omission of aspiration in /p^h/ 2. Correct 3. Correct but omitting an aspiration in /k^h/ in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final

										<ul style="list-style-type: none"> 7. Correct 8. Omission of /k/ in the middle 9. Misordering of /k/ which should be in the final instead in the middle
10	[perənt]	[æpl]	[kʌp]	[tʰaɪp]	[də:ti]	[lɒs]	[kæʃ]	[ezept]	[æsk]	<ul style="list-style-type: none"> 1. Omission of aspiration in /pʰ/ 2. Correct 3. Correct but omitting an aspiration in /kʰ/ in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /kʰ/ 8. Omission of /k/ in the middle and misform of /s/ into /z/ in the middle of word also /e/ in initial which should be use /ə/ 9. Correct
11	[pʰerənt]	[æfl]	[kʌp]	[tʰaɪf]	[də:θi]	[lɒst]	[kæʃ]	[ək'sept]	[æsk]	<ul style="list-style-type: none"> 1. Correct 2. Misformation of /p/ instead /f/ in the middle (alternating forms) 3. Correct but omitting an aspiration in /kʰ/ in the first position 4. Correct but misform of /p/ i the final with /f/ 5. Misformation of /t/ with /θ/ (alternating forms) 6. Correct 7. Omission of aspiration in /kʰ/ 8. Correct 9. Correct
12	[fʌrənt]	[æpl]	[kʌf]	[taɪp]	[dɪ:ti]	[lɒst]	[kʌʃ]	[ək'səpt]	[ʌsk]	<ul style="list-style-type: none"> 1. Misformation of /p/ instead /f/ (alternating forms) so there is no aspiration in /pʰ/

										<ol style="list-style-type: none"> 2. Correct 3. Misformation of /p/ instead f/ (alternating forms) and omitting an aspiration in /k^h/ in the first position 4. Omission of aspiration in /t^h/ 5. Correct 6. Correct 7. Omission of aspiration in /k^h/ 8. Correct 9. Correct but misform in /ʌ/ which should be /æ/
13	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[ləs]	[kæʃ]	[ək'sept]	[æks]	<ol style="list-style-type: none"> 1. Omission of aspiration in /p^h/ 2. Correct 3. Correct but omitting an aspiration in /k^h/ in the first position 4. Omission of aspiration in /t^h/ 5. Correct 6. Omission of /t/ i the final 7. Omission of aspiration in /k^h/ 8. Correct 9. Misordering of /k/which should be in the final instead in the middle
14	[perənt]	[epl]	[kʌp]	[taɪps]	[də:ti]	[ləs]	[kæʃ]	[ək'sept]	[æks]	<ol style="list-style-type: none"> 1. Omission of aspiration in /p^h/ 2. Correct but misform in pronouncing /æ/ instead /e/ 3. Correct but omitting an aspiration in /k^h/ in the first position 4. Omission of aspiration in /t^h/ 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k^h/ 8. Correct 9. Misordering of /k/which

										should be in the final instead in the middle
15	[perənt]	[æpl]	[kʌp]	[tʰaɪp]	[də:ti]	[lɒs]	[kæʃ]	[ək'sept]	[æs]	<ol style="list-style-type: none"> 1. Omission of aspiration in /pʰ/ 2. Correct 3. Correct but omitting an aspiration in /kʰ// in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /kʰ/ 8. Correct 9. Omission of /k/ in the final
16	[pʰerənt]	[æpl]	[kʌp]	[tʰaɪp]	[də:ti]	[lɒs]	[kæʃ]	[ək'zept]	[æks]	<ol style="list-style-type: none"> 1. Correct 2. Correct 3. Correct but omitting an aspiration in /kʰ// in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /kʰ/ 8. Correct but misform of /s/ in the middle with /z/ 9. Misordering of /k/which should be in the final instead in the middle
17	[pʰerənt]	[æpʰl]	[kʌp]	[tʰaɪp]	[də:ti]	[lɒst]	[kæʃ]	[ək'sept]	[æks]	<ol style="list-style-type: none"> 1. Correct 2. Addition of aspiration in /p/ (simple addition) which should be unaspirated in the middle position of word 3. Correct but omitting an aspiration in /kʰ// in the first

										position 4. Correct 5. Correct 6. Correct 7. Omission of aspiration in /k ^h / 8. Correct 9. Misordering of /k/which should be in the final instead in the middle
18	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[k ^h æf]	[ək'zept]	[æs]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in / k ^h // in the first position 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Correct 8. Correct but misforming of /s/ instead /z/ 9. Omission of /k/ in the final
19	[perənt]	[æpl]	[kʌp ^h]	[t ^h aɪp]	[də:ti]	[lɒst]	[k ^h æf]	[əssept]	[æsk]	1. Omission of aspiration in /p ^h / 2. Correct 3. Addition an aspiration in/p/ (simple addition) which should be unaspirated in the final position of word 4. Correct 5. Correct 6. Correct 7. Correct 8. Misformation of /k/ instead /s/ (alternating forms) 9. Correct
20	[perənt]	[æpl]	[kʌp]	[t ^h aɪp]	[də:ti]	[lɒs]	[kæf]	[əsept]	[æs]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an

										aspiration in /k ^h / in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final position 7. Omission of aspiration in /k ^h / 8. Omission of /k/ in the middle 9. Omission of /k/ in the final
21	[perənt]	[æpl]	[kʌp ^h]	[t ^h aɪp]	[dɪ:ti]	[lɒs]	[k ^h æŋ]	[əsept]	[æks]	1. Omission of aspiration in /p ^h / 2. Correct 3. Addition an aspiration in/p/ (simple addition) which should be unaspirated in the final position of word 4. Correct 5. Correct but misfoming of /e/ instead /ɪ/ 6. Omission of /t/ in the final 7. Correct 8. Omission of /k/ in the middle 9. Misordering of /k/which should be in the final instead in the middle
22	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[ʃæŋ]	[əsept]	[æks]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in /k ^h / in the first position 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Misformation of /k/ instead /ʃ/ (alternating forms) 8. Omission of /k/ in the middle 9. Misordering of /k/which should be in the final instead

										in the middle
23	[perənt]	[æp ^h l]	[kʌp]	[t ^h aɪp]	[də:ti]	[lɒs]	[kæʃ]	[ək'sept]	[æsk]	<ol style="list-style-type: none"> 1. Omission of aspiration in /p^h/ 2. Addition an aspiration in /p/ (simple addition) which should be unaspirated in the middle position of word 3. Correct but omitting an aspiration in /k^h/ in the first position 4. Correct 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k^h/ 8. Correct 9. Correct
24	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[kæʃ]	[ək'sipt]	[ʌs]	<ol style="list-style-type: none"> 1. Omission of aspiration in /p^h/ 2. Correct 3. Correct but omitting an aspiration in /k^h/ in the first position 4. Omission of aspiration in /t^h/ 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k^h/ 8. Correct but misforming in /e/ instead /i/ 9. Omission of /k/ but misform in /ʌ/ which should be /æ/
25	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[kæʃ]	[ək'sept]	[æks]	<ol style="list-style-type: none"> 1. Omission of aspiration in /p^h/ 2. Correct 3. Correct but omitting an aspiration in /k^h/ in the first position 4. Omission of aspiration in /t^h/ 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k^h/

										8. Correct 9. Misordering of /k/which should be in the final instead in the middle positin of word
26	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[kæʃ]	[ək'sept]	[æks]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in /k ^h // in the first position 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Correct 9. Misordering of /k/ which should be in the final instead in the middle positin of word
27	[perənt]	[æpl]	[kʌt]	[taɪp]	[də:ti]	[lɒs]	[kæʃ]	[əsept]	[æs]	1. Omission of aspiration in /p ^h / 2. Correct 3. Misformation of /p/ instead /t/ (alternating forms) and omitting an aspiration in /k ^h / in the first position 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Omission of /k/ in the middle 9. Omission of /k/ in the final
28	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[kæʃ]	[ək'sept]	[æsk]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in /k ^h / 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h /

										8. Correct 9. Correct
29	[perənt]	[æɪpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[kæʃ]	[əsept]	[æs]	1. Omission of aspiration in /p ^h / 2. Correct but adding an /ɪ/ before /p/ 3. Correct but omitting an aspiration in /k ^h / 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Omission of /k/ in the middle 9. Omission of /k/ in the final
30	[perənt]	[æpl]	[kʌp]	[taɪp]	[də:ti]	[lɒs]	[kæʃ]	[əsept]	[æsk]	1. Omission of aspiration in /p ^h / 2. Correct 3. Correct but omitting an aspiration in /k ^h / 4. Omission of aspiration in /t ^h / 5. Correct 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Omission of /k/ in the middle 9. Correct
31	[perənt]	[epl]	[kʌt]	[taɪp]	[dɪrti]	[lɒs]	[kæʃ]	[əsept]	[æsk]	1. Omission of aspiration in /p ^h / 2. Correct, but misform in /e/ which should be /æ/ 3. Misformation of /p/ instead /t/ in the final position(alternating forms) and omitting an aspiration in /k ^h / in the first position 4. Omission of aspiration in /t ^h / 5. Correct but misforming a /ə/ instead /ɪ/ 6. Omission of /t/ in the final 7. Omission of aspiration in /k ^h / 8. Omission of /k/ in the middle

Table 2
Recapitulation of Students' Error Classification in Pronouncing Plosive Voiceless Cosonants

No	Student	Omission	Addition	Misformation	Misordering	Total
1.	S1	1	1	-	-	2
2.	S2	3	1	-	1	5
3.	S3	6	-	-	-	6
4.	S4	3	-	-	1	4
5.	S5	3	-	1	1	5
6.	S6	5	-	-	-	5
7.	S7	2	-	1	1	4
8.	S8	3	-	1	1	5
9.	S9	3	-	-	1	4
10.	S10	4	-	-	-	4
11.	S11	1	-	2	-	3
12.	S12	2	-	2	-	4
13.	S13	4	-	-	1	5
14.	S14	4	-	-	1	5
15.	S15	4	-	-	-	4
16.	S16	2	-	-	1	3
17.	S17	1	1	-	1	3
18.	S18	4	-	-	-	4
19.	S19	1	1	1	-	3
20.	S20	5	-	-	-	5
21.	S21	3	1	-	1	5
22.	S22	4	-	1	1	6
23.	S23	3	1	-	-	4
24.	S24	5	-	-	-	5
25.	S25	4	-	-	1	5
26.	S26	4	-	-	1	5
27.	S27	6	-	1	-	7
28.	S28	4	-	-	-	4
29.	S29	6	-	-	-	6
30.	S30	5	-	-	-	5
31.	S31	5	-	1	-	6
Total:		110	6	11	14	141



KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
Daftar Nilai Fakultas Tarbiyah 2018 / 2019

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Mata Kuliah / Smt / Jur / Kls : Phonology / 5 / PBI / H

No.	NPM	Nama	Tugas	UTS	UAS	NA	Mutu	NH
1	1511040184	A. SOBARI	65	55	10	34.50	0	E
2	1611040343	ADITYA PRIONO	75	70	25	48.50	0	E
3	1511040188	AHMAD ZA'IMAN	60	50	40	47.00	0	E
4	1511040191	AMELIA KIRANA FEBRIYANI	70	55	10	35.50	0	E
5	1511040191	AMELIA KIRANA FEBRIYANI	70	70	70	70.00	3	B
6	1511040194	ANANDA SHOFITA	65	50	47.5	51.75	1	D
7	1511040194	ANANDA SHOFITA	70	70	70	70.00	3	B
8	1611040426	ANNISA RETNO PUTRI	60	60	40	50.00	1	D
9	1511040198	ARIEF RIVAN	70	70	70	70.00	3	B
10	1611040415	ARUM KADIASIH	70	55	10	35.50	0	E
11	1611040407	ATIKA SARI	70	70	20	45.00	0	E
12	1611040440	AYU ROZA MAHA RAGIH	60	60	67.5	63.75	2.5	C+
13	1511040209	BELLA AYO DHEA ROSA	75	55	35	49.00	1	D
14	1511040211	CATUR DEWI MINTARSIH	75	75	37.5	56.25	2	C
15	1511040212	CLARA CITRA SUDIRMAN	70	55	15	38.00	0	E
16	1611040413	DWI ANA SOVIA	80	75	98	87.50	4	A
17	1611040424	IRMA MELIYANA	72	60	77.5	71.15	3	B
18	1611040344	KHOLIDA DZATULLUBI	70	65	82.5	74.75	3.5	B+
19	1611040430	KRISTIANINGSIH	72	60	77.5	71.15	3	B
20	1611040412	MEGA TRI JUNITA	73	65	97.5	82.85	4	A
21	1611040439	NADIYA MAHIROTUN NISA	85	75	55	67.00	3	B
22	1611040422	NOSA LITA	75	70	67.5	69.75	3	B
23	1611040432	NOVALIA ANGGUN CAHYATI	80	78	87.5	83.15	4	A
24	1611040416	NOVIA LESTARI	65	60	10	36.00	0	E
25	1611040294	RATIH HENISAH	80	70	90	82.00	4	A
26	1611040365	ROBBYANTO	0	65	70	54.50	1	D
27	1611040437	SEKARIMA TAMADANTI	73	70	57.5	64.35	2.5	C+
28	1611040435	SITI IKLIMAH	75	70	90	81.00	4	A
29	1611040427	SULISTIANI	65	60	77.5	69.75	3	B
30	1611040335	SYA'DINIS BAROKATAN SHOBRI	0	60	10	23.00	0	E
31	1511040172	YENI YULIA WATI	65	65	17.5	41.25	0	E
32	1511040178	YULI EVIYANA	65	60	40	51.00	1	D
33	1611040055	YULIANA ELLA PUSPITA	70	75	90	81.50	4	A
34	1611040431	YUNITA AMELIA NURDAMAYANTI	80	70	67.5	70.75	3	B
35	1611040057	YUNITA NUR WAHYUNI	63	70	42	54.60	1	D
36	1511040176	YU'THI MAIYASYA	70	60	42.5	53.25	1	D

Bandar Lampung, ...

BUDIAWAN, S.S., M.HUM